DOCUMENT RESUME

ED 276 826 CE 045 842

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TITLE Learning in YTS--Design and Integration Issues. Coombe Lodge Working Paper. Information Bank Number 2084. Draft.
INSTITUTION Further Education Staff Coll., Blagdon (England).
PUB DATE 85
NOTE 88p.; A draft text submitted to the Manpower Services Commission.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Administrator Guides; *Articulation (Education); Case Studies; Coordination; *Curriculum Development; Foreign Countries; *Fused Curriculum; *Instructor Coordinators; *Integrated Curriculum; Job Training; Participative Decision Making; Program Design; Special Education; Student Evaluation; Student Participation; Training Methods; Work Experience Programs; *Youth Programs
IDENTIFIERS Great Britain; *Youth Training Scheme

ABSTRACT

This manual is intended to assist managers of Great Britain's Youth Training Scheme (YTS) programs in designing a coherent, integrated training program that is based on training methods that are (1) suited to the individual learning styles of trainees and (2) designed to help students understand the connections between different components of the program. The introductory section defines the term integration, provides a practical example of an integrated job training program, and discusses the issues of relevance and integration. The second section includes a case study of the process of designing an integrated YTS program; discussions of the role of communication and consultation, induction, and core skills; guidelines for planning what is to be done where; and procedures for integrating the planned work experience and off-the-job training components of YTS. Discussed in a section on training methods for integration are the relationship between integration and learning and participative learning in the workplace, off-the-job training, and reviews and consultations on student performance. The final section is a summary guide on the steps to integration. It contains cross-referenced lists of processes and managing agent, tutor, and supervisor roles with respect to the following aspects of YTS: planning, communication, induction, participative learning, review, and consultation. Appendixes include addresses of Manpower Services Commission (MSC) training division area offices and accredited centers and staff training coordinators. (MN)

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WORKING PAPER
Bank Number 2084

LEARNING IN YTS –
Design and integration issues

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LEARNING IN YTS -
DESIGN AND INTEGRATION ISSUES

Draft text submitted to the Manpower Services Commission. A Practitioners' Guide based on this text is expected to be published by MSC in the Autumn of 1985.

Further information about the ESF YTS Core Skills Project can be obtained from the Project Secretary, Kerry Hastings, at FESC, Core Skills Project, Sackville House, 40 Piccadilly, London W1V 9PA

ACKNOWLEDGEMENTS

This paper was produced as part of the work of the ESF YTS Core Skills Project, jointly funded by MSC and the European Social Fund. The Project involved working directly with Managing Agents and Further Education in four regional centres.

Parts of the paper are being used by MSC for its own publication on Integration in YTS.

The principal authors were Roy Boffy and Pauline Bailey, but thanks are due to all the people in the project who contributed materials and editorial comment, in particular

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PREFACE

This Manual has been written with Managing Agents in mind, though it contains many suggestions which could be used directly by supervisors and off-job tutors.

Managing Agents will need to consider how the suggestions made in the Manual relate to their schemes, and how the processes discussed could be applied.

The Manual begins with a definition of integration and moves on to consider the design of integrated programmes and the use of training methods which will help the trainee to see the programme as being integrated. It concludes with a summary of steps towards integration which can be taken by Managing Agents, tutors and supervisors.

The Manual is based on experience in YTS to date, both in the ESF/YTS CORE SKILLS PROJECT and elsewhere, and on its predecessor programmes. The case studies, examples, and quotations used in the text are drawn from a variety of different sources - Managing Agents, tutors, supervisors and trainees.

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SECTION I INTRODUCTION

I.1 INTEGRATION: A DEFINITION

The aim of the YOUTH TRAINING SCHEME is

> "to provide all young people participating in the Scheme with a better start in working and adult life through an integrated programme of training, education, and work experience." [1].

From the start, integration has been seen to be central to the success of YTS. This Manual is about what integration means, why it is seen to be so centrally important, and what steps we can take to enable it to happen. It defines integration as the process which helps trainees to make connexions between the different experiences which are offered to them. As one tutor put it: "the key to discovering whether training is integrated is whether it is integrated from the trainee's point of view".

Integration, then, is not an end in itself, but a means to the end of enabling trainees to learn more effectively.

This is most likely to happen when

1] schemes are <u>designed</u> in a coherent, integrated way, rather than when they exist as a series of apparently random or unconnected experiences, and

2] trainers adopt training <u>methods</u> which suit the individual learning styles of trainees, and which help them to make these connexions.

[1] Youth Task Group Report, 1982

Integration, then, is a process which affects both

SCHEME DESIGN and
TRAINING METHODS in order to maximise
LEARNING OUTCOMES for each individual trainee.

Underpinning both design and methods a number of KEY PROCESSES can be identified as leading to effective integration. These can be summarised as :

PLANNING
COMMUNICATION
INDUCTION
PARTICIPATIVE LEARNING
REVIEWING and
CONSULTATION, and apply to all Managing Agencies seeking integration in their scheme.

This Manual examines these processes through a series of case studies and examples, and suggests ways in which they can be implemented in schemes using a variety of different instruments, for example, meetings [both formal and informal], assessment systems, work-based projects, and core skills.

It should be stressed that the process of integration outlined will apply to any organisational model adopted. Whether, for example, Colleges of Further Education are used to provide off-the-job training; or all of the training is provided by a single company or Managing Agency; whether private training agencies are used, or whether residential courses are part of the programme. The problems of delivering a programme which makes sense in the eyes of trainees are not restricted to, nor necessarily solved by, any particular kind of organisation.

I.2 A PRACTICAL EXAMPLE OF INTEGRATION

The following example looks at integration in practice and identifies how the key processes are operating, so as to come to an understanding of what integration means, and how it might be achieved.

The trainee concerned had just started her second placement in a large Local Authority. She had some experience of filing systems and general clerical duties. She was rated a generally competent trainee by her previous Supervisor, though he noted that she was "rather shy and retiring".

A filing problem had built up in the Department. Briefly, a number of files relating to various Committees and sub-committees of the Authority had accumulated. The Department had only occasional dealings with these Committees, and they could not be accommodated within the existing filing system. They needed to be properly organised, classified, and put into a separate system both to get them out of the way and to make them properly accessible.

The supervisor felt that this was a suitable task for the trainee placed in the office which would help improve her occupational skills and personal effectiveness. Following discussion with the trainee, he asked her to

- investigate the problem;
- think about factors which needed to be taken into account in designing a system (such as security, volume, and accessibility);
- speak to other workers about systems they used and their advantages and disadvantages;
- write to suppliers of office equipment for further details and costs.

In addition, visits to the workplace by the College tutor enabled him to

- have informal joint discussions to see how the College could offer any further advice and support to help the trainee to solve the problem.

Finally the trainee was asked to report her findings to her supervisor in writing. He promised the trainee that her recommendations would be implemented so long as they were approved by him.

This was, then, a real problem that had occurred at work and the trainee was, with guidance, given prime responsibility

for solving it. During the course of her investigation she used the learning potential available at work to:

- talk to other workers about the methods they used to file documents;
- find out about different filing systems in use;
- establish the benefits of and problems with the different systems as they actually operated.

She was able to use facilities off the job to:

- examine computer-based systems;
- find out the names and addresses of appropriate suppliers;
- obtain help in writing suitable letters of inquiry,

because the off job tutor was prepared to keep his teaching programme sufficiently flexible and student-centred to cater for the individual needs and interests of the trainee. As a result of her enquiries she planned a new system, wrote her report to her supervisor, and was allowed to introduce the system she had recommended. Her standards of both written and oral communication noticeably improved, as did her self-confidence.

Shortly after completing this placement, the trainee found permanent employment in an Estate Agent's office. She felt that the general understanding of filing systems she had acquired, and the core skills she had used to develop this understanding, enabled her to fit quickly and easily into the different systems used in her new workplace.

All of the processes of integration are illustrated in this example and are identified here to show what was going on. They, in fact, occurred quite naturally as a result of the joint commitment of the tutor and supervisor to work together and to give the trainee as much responsibility as possible for solving the problem.

The activity was DESIGNED to aid integration :

- by PLANNING the most appropriate location to undertake each part of the activity around agreed objectives, on and off job training complemented each other;
- by securing effective COMMUNICATION between the supervisor and tutor by means of informal meetings;

- by helping the trainee's INDUCTION to a new placement - it introduced her to new colleagues and the filing systems they used, so helping her to see where she fitted in.

The activity used appropriate METHODS to aid integration :

- the trainee's PARTICIPATION was required - she was allowed to do a great deal of research and to draw her own conclusions as to suitable systems. She was able to apply skills and knowledge to a real problem which provided the focus for learning - skills were learned and applied in context, not treated in isolation; theory and practice were linked;

- this was supported by a regular REVIEW of the trainee's progress - she discussed her ideas with her supervisor and tutor, and took note of their suggestions;

- the trainee was CONSULTED about the mode of working to be adopted and about the sorts of experience required to meet her learning needs.

The activity linked the YTS learning OUTCOMES for the trainee in a natural way :

- she was able to develop OCCUPATIONAL SKILLS and KNOWLEDGE - of filing, writing letters, and preparing reports;

- she was able to develop CORE SKILLS, especially those of Communication and Problem-Solving;

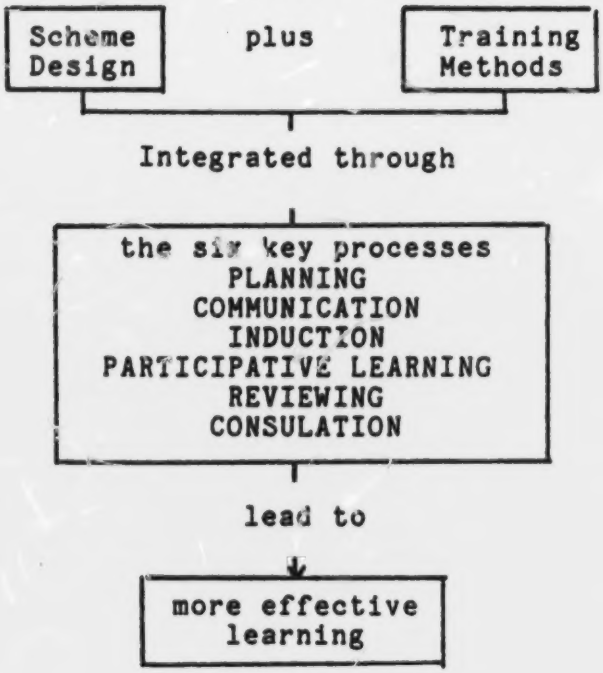
- her PERSONAL EFFECTIVENESS was enhanced - her self-confidence improved considerably both in her ability to talk to other workers and as a consequence of finding a satisfactory solution to the filing problem;

- she was able to demonstrate the ABILITY TO TRANSFER her skills to a new situation shortly afterwards.

It is important to remember that integration does not come about automatically, or simply as a result of good intentions, but has to be deliberately worked for.

It requires careful planning and organisation so that the trainee can bring the parts of experience together to learn more effectively from them.

The model of integration proposed by this manual, as illustrated in the above example, can be summarized as follows:-



Achieving integration in schemes has significant benefits, and not only for the trainee. As one tutor said:

"A properly integrated programme makes things easier all round - everyone benefits - trainees are better motivated, and I learn as much as I teach. This mutual learning is perhaps the greatest spin-off from integration".

A similar point was made by one Managing Agent when she said :

"Taking the time needed to get effective integration has been amply repaid. Just reducing the hassle involved in motivating trainees and getting them to go to College - which they used to dismiss as "irrelevant" - is almost enough reward in itself."

I. 3 RELEVANCE and INTEGRATION

It has been said that the purpose of integration is to help trainees to learn more effectively by enabling them to see the connexions between different parts of experience.

The most obvious sign of a programme which is not integrated and where the trainees are not getting the most from the experiences offered is when the trainees complain of irrelevance. "What's this got to do with being a bricklayer?" is a familar cry to many teachers and trainers struggling to develop skills and related knowledge in the trainee for which they can see the reason, but which remains obscure to trainees.

When trying to make parts of a scheme relevant to trainees it is important to remember that relevance doesn't necessarily mean replication or more of the same. For example, retail trainees who have spent several weeks on placement in shops have little to gain from off the job sessions devoted to till operations, to practising what they do at work, on equipment that is frequently less up to date and in situations that are clearly unreal.

Work provides a strong motivator for many trainees. The status it gives, its novelty, being on more or less equal terms with adults, almost guarantee this and it is fairly easy to tap into this motivation in training, at work and in work-related off the job training. It is a rich source of overtly relevant learning. In such circumstances the 'relevance gap' (the gap between trainees' perceived needs and the experience on offer)is quite small.

Yet all off the job training does not have to be this close to the workplace for trainees to see the relevance of the experience. Residential courses provide many instances of training which is not directly work-related, but from which nonetheless trainees learn a great deal, and which they regard as being highly relevant to their needs. In situations such as these, the 'relevance gap' appears to be quite wide. Skilled intervention by the tutor will be required to help the trainee bridge the gap and relate the new experience to perceived needs. Such intervention can easily lead to a much broader perception of needs than initially exists, serving to broaden out the learning horizons and encouraging trainees to understand that they can learn from a whole variety of situations, not merely those which have an immediate and obvious relevance.

It is also important to remember that young people are often naive about the nature of work, its expectations and their role in it. Thus, what can seem of obvious relevance to the adult tutor, trainer or supervisor is not so obvious for the young person.

In one scheme, an early part of a College course for trainee hairdressers included a section on reception duties. The trainees were insistent that they had come to College to learn to

be hairdressers, not receptionists! The tutor gave some considerable thought to how he was to approach this topic - he thought it was a relevant and necessary part of the training, which indeed it was. Finally, he decided that the problem lay in his assuming too much about the trainees' views of just what, exactly, constituted 'hairdressing'. In the next lesson he approached the topic differently.

He asked the trainees, when they returned to their work placement salons, to think about what makes for a successful salon and the contribution they could make to this. They were asked to talk to senior stylists and to observe what customers want and need from their hairdresser.

The following week the trainees were able to speak from experience. Most certainly the skills of the hairdresser were high on the list, good styling and colouring for example. However, they were now more aware of other customer needs. They discussed the relationship between client and stylist and how junior members of staff can support this. They appreciated the need for efficient and friendly service and the importance of reception duties. It was the person at the reception desk who greeted customers, who dealt with appointments, and who explained and apologised for delays. All of these activities contributed to the smooth running of the salon.

Following this period of exploration and reflection on experience, the trainees were much happier at being asked to cover reception duties at College. They could see the point of what they were doing and had a clearer understanding of their role in this new situation.

Relevance, then, is a concept which is very important in considering integration from the point of view of the trainee. Helping trainees to see the relevance of particular parts of experience to their needs has at least as much to do with how experience is treated as with the content of that experience.

This treatment of experience by the use of appropriate training methods is dealt with more fully in SECTION III. The next section looks mainly at the processes involved in designing programmes so that the content of the parts of those programmes is coherent.

SECTION II SCHEME DESIGN FOR INTEGRATION

II.1 WHAT IS THE STARTING POINT?

It is essential to start with a common framework of objectives for the scheme which has been agreed between the Managing Agent and the various contributors so that each person or agency involved agrees the contribution to be made to the objectives of the scheme.

When schemes are designed in a coherent way so that all of the parts of experience offered contribute to an agreed set of common objectives, trainees are more likely to see them as a whole, rather than as a series of unrelated parts. This is especially so in achieving links between planned work experience and off-the-job training. It is also important to provide packages of work experience and off-the-job training which are coherent in themselves.

The objectives of individual schemes need to conform to the learning outcomes specified for YTS which can be summarised in the following way :

> occupational competence [the development of skills, knowledge and attitudes necessary to achieve initial competence in an occupation or group of related occupations]
>
> competence in a range of core skills [1] [those which are common to a range of activities and are essential to successful performance in those activities. They are skills which are transferable to a wide range of situations]
>
> personal effectiveness [which is related to the ability to operate effectively both in and out of employment, such as being able to accept responsibility and to relate to adults]
>
> the ability to transfer skills [which is to do with seeing how skills learned in one situation may be used in other, possibly quite different, situations and of using them in those situations]

These are skills which are needed by young people, especially, to enable them to come to terms with their new roles as adults and as workers. They are intended to act as a base for progression to further education and training, and to employment; in addition they provide a foundation of skills to cope with changes which may occur throughout adult life.These skills, together with the attitudes and knowledge associated with them, will be used both at work and in the world outside employment.

[1] Core Skills in YTS Parts 1 and 2 MSC 1984/5.

Scheme designers will need to plan jointly with those delivering the various elements of the scheme to ensure that the objectives of the programme meet the learning needs of individuals in terms of the objectives of YTS. Clear and agreed objectives provide the focus for integration: where **all** providers are working to common objectives the problems of integration are considerably eased.

Such as approach leads to a view that opportunities to reach scheme objectives will be provided both at work and in off-the-job training. There is no neat demarcation in YTS between what should be learned in the workplace and what should be learned off-the-job: both places have an equal contribution to make to all of the learning objectives.

As one tutor put it:

"A good starting point for an integrated programme is for trainees, supervisors, and tutors to see the workplace as a place for learning, as well as for working, and for them to see the College as a place for working as well as learning."

When this happens, the roles of supervisors at work and off-the-job tutors move closer together. Supervisors have a part to play in helping the trainees learn from their work experience, and in seeking ways of extending the range of opportunities to learn skills available at work. Tutors will often need to act more as members of a team than as imparters of knowledge, helping to organise practical activities to stimulate learning through doing, and providing opportunities for trainees to reflect upon their experiences.

Achieving this common framework of objectives, and gaining a shared understanding of them, requires the operation of all the key processes.

Effective **communication** systems will need to be established - formal and informal meetings; provision for tutors to visit work placements; recording systems that cover both on and off the job experience, for example.

Consultation is needed between the various agencies and individuals involved, particularly to establish the contribution of each to the learning objectives.

Induction to the aims of the YTS and to the scheme itself for the adults involved in the delivery of the programme is essential if they are to understand thair roles within it.

Similary induction to the scheme for trainees will need to be organised deliberately to allow trainees to see the connections between the various parts of the programme.

These steps in themselves will facilitate:

- joint **planning** of the programme - the content of the work experience and off the job training and the links between the two locations, for example;

- regular **reviewing** of the progress of the scheme and of the trainees within it;

- agreement on the use of **participative training styles**, so that the approach to training is consistent throughout the scheme.

Attention to these processes at the design stage will repay not only new managing agents, but also those existing managing agents who are not entirely happy with aspects of integration in their scheme.

This section examines how these processes have been used by scheme designers seeking an integrated approach.

II.2 CASE STUDY: DESIGNING AN INTEGRATED PROGRAMME

The way in which one managing agent has sought to achieve an integrated scheme is examined now in some detail. The case study is not offered as a perfect example, but to illustrate some features of programme design which aid integration, and to examine some of the main processes involved.

The main features of the scheme are shown below :

Type	Mode A [Consortium] Retail/Wholesale.[100 places]
Placements	4 main employers with 10 trainees each 30 smaller employers taking 2 trainees each [average]

Training Plan

65 days off job training -	Mixture of day and block release including 5 day residential. Tuition provided by: Local College on outreach basis Managing Agent's Training Co-ordinators [3 full-time employed by Managing Agent]
Programme Outline -	35 days of day release 3 x 5 days block release - Induction - Mid-Scheme Review - End of Scheme Review 10 days Computer Literacy 5 days residential
On job planned work experience	Planned job rotation for trainees placed with larger employers with option for change of placement. 2 placements for trainees with small employers. This is negotiated with the trainees on an individual basis to take their needs and interests into account.

Some of the features of this scheme which facilitate integration are outlined below, grouped to show their application to the six key processes. Some features are relevant to more than one process and so appear more than once. They illustrate the operation of the processes within the scheme.

Consultation

Planning

Communication

Review

Induction

Participative Learning

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Consultation

- there was initial consultation between the managing agent, potential work experience and off-the-job training providers to establish the contribution that each could make to the achievement of the scheme's training objectives. These were related not only to the specific occupational skills required, but also sought to meet the personal development needs of young people entering the adult world;

- following this, the training programme was designed in a consultative fashion with the various providers, the order in which tasks and activities were to be introduced was agreed. The managing agent was at great pains to ensure that the training providers were able to contribute to the overall design of the programme;

- proposed changes in placement are agreed with trainees:

- the off the job training programme involves a high degree of consultation as it proceeds to ensure that it responds to emerging individual needs.

Communication

- full-time co ordinators are employed to check on the delivery of the programme by paying regular visits to the providers and acting as linking agents between work experience and off the job training. This role is enhanced by the fact that the coordinators themselves provide some of the off the job training in conjunction with the local College staff;

- College tutors are encouraged to visit workplaces, and workplace supervisors occasionally participate in off the job training, especially during the review weeks;

- formal channels of communication exist in the scheme Steering Committee, which has representatives of all participants, and in 'open evenings' when trainees present the results of their work;

- a number of instuments are used to provide information between work experience and off-the-job training, and to link the two together. These are the log book, work based projects, and training assignments.

Induction

- the managing agent and scheme coordinators explain the aims of the programme to work experience and off the job providers. Training sessions are arranged via the Accredited Centre to develop the skills that will be required by adults in the scheme;

- trainees are given a copy of the training programme and this is discussed with them so that they can see how the various parts of the scheme fit together;

- trainees are introduced to most of the participants in the scheme and their various contributions are explained;

- trainees are introduced to the methods of working they will encounter in their off the job training and to the notion of core skills;

- the induction programme reflects the participative nature of the scheme. It is not just a series of 'talking heads'. Trainees are involved in exercises designed to explore their needs as emerging adults and to show how the scheme sets out to meet those needs. They are encouraged to comment on the content and quality of the scheme as they experience it;

- at each change of placement, trainees are briefed on the reasons for the change and on the new opportunities that will be available to them.

Planning

- there is a common framework of objectives towards which all contributors work;

- there is an overall training plan with provision for modification to meet individual needs;

- off-the-job training is planned to complement work experience by providing opportunities which are not easily available at work;

- the off-the-job programme was designed to meet individual needs and to build on work experience, rather than relying on published syllabuses and examinations;

- work-based projects and assignments were used to link on- and off-the-job training;

- the off-job training and planned work experience were designed to be internally coherent;

- decisions about where particular parts of the training programme are to be carried out are based on an evaluation of the most appropriate places in which to learn particular skills and related knowledge.

Reviewing

- the scheme Steering Committee, with representatives of all participants, meets twice a year to review the overall progress of the scheme and to discuss any necessary changes;

- there are two review weeks built into the structure of the scheme at which trainees are encouraged to engage in a systematic review of their progress and to make presentations on the work they have done. These weeks provide a focus for much of the off the job training;

- scheme coordinators meet with trainees at least once a month to review progress;

- changes in placement are geared to needs revealed through the reviewing process;

- log books and work based projects act as a focus for reviewing sessions, for reflection on experience, and for setting targets for future learning.

Participative Learning

- the managing agent encourages all training providers to attend Accredited Centre courses on this approach to learning;

- the induction programme requires active participation by the trainees - they are not simply given information;

- the off-the-job training takes a thematic approach, centred around establishing a retail company, within which trainees are expected to take on a number of active roles, and to bring their own experience of work to bear on their off-the-job training;

- a variety of training methods are used, especially off the-job, to suit the subject under consideration, for example

    - simulations and role plays are used to develop interpersonal skills, such as in dealing with customers;

    - lecture/discussions are used to present information, as in introducing trainees to Credit Cards, their advantages and disadvantages;

- investigations and surveys are used to gather information and to develop communication and problem-solving skills.

- work based projects are used to encourage participative learning in the workplace;

- the trainees are encouraged to comment on the quality of the scheme, and their comments are valued and implemented whenever possible. When change is not possible, the reasons for this are explained to and discussed with the trainees.

The rest of this section examines these and other aspects of integrated programme design in more detail.

II.3 SCHEME DESIGN FOR INTEGRATION: THE ROLE OF COMMUNICATION AND CONSULTATION

It is important to encourage as many people as possible involved in the delivery of the programme to meet together at regular intervals in order to:

- plan the programme and agree common learning objectives;

- ensure that everyone understands the part they have to play in the programme and how they can help each other deliver it;

- look at ways of linking the on- and off-the job parts of the programme together.

MSC recommends the establishment of Programme Review Teams, with the major function of monitoring delivery of the programme. Such formal bodies are useful ways of bringing people together to plan and organise training. They are, however, no substitute for regular and informal meetings between those actually involved day-to-day with trainees - the tutors and the supervisors. As one tutor put it:

"Tutors, supervisors, and trainees need to get to know each other and have time to develop a working relationship. Good relationships are best achieved, not in formal settings, but in the less formal, such as is created by visits by tutors to workplaces".

Such regular meetings provide the opportunity:

- for the tutor to find out exactly what the trainee does at work, and hence to generate ideas for related work off the job, and to use realistic examples to illustrate more general points;

- for supervisors to find out what goes on during off-the job training and to discuss ways of broading the trainee's work experience;

- for the production of work based projects which can be carried out both at work and off the job and which can be useful instruments for linking the two;

- for tutors to be seen as part of a team by trainees, rather than as people they meet once a week in a classroom. Many tutors have found that their view of trainees has been profoundly altered when they meet trainees at work: "She was grown up and confident - doing a really responsible job and behaving just like an adult!" This has often encouraged tutors to adopt different approaches to trainees in the classroom, treating them as partners in the learning process, with mutually benificial results. One tutor observed: "The attitudes of trainees have improved now that I am able to talk to them about the people they have worked with and the clients they have cared for."

II.4 SCHEME DESIGN FOR INTEGRATION: PLANNING WHAT IS TO BE DONE WHERE

As has been said, integration is not an end in itself. It is useful only if it enables trainees to achieve better in the outcomes of the Youth Training Scheme.

The basic task, then, for all people who are involved with a scheme is to say how their contribution will help trainees to achieve these outcomes. The managing agent will need to make decisions about relating the various contributions to each other.

In planning the balance of programmes between on and off-job training, managing agents need to be aware of the strengths and weaknesses of each type of provision. They need to be aware of the constraints within which each is operating, to develop strategies for overcoming these, and to build on the strengths of the contribution that each location has to make to the training provision.

For example, some typical strengths of off-the-job training are that it

- is specifically about learning;

- offers the opportunity to learn from peer group experience;

- offers more time for reflection on experience;

- provides the opportunity to develop new skills in relatively 'safe' situations,

whilst some typical strengths of work experience are that it

- offers the opportunity to learn directly from experienced adult workers;
- provides real work problems to deal with and learn from;
- offers the opportunity to learn specific job skills;
- offers the opportunity to apply skills under the pressure of work.

Similarly, some typical constraints of off-the-job training are that it

- has traditionally only been provided for certain, selected, groups;
- often appears to lack relevance in the eyes of trainees;
- is often more concerned with passing on knowledge than with developing skills;
- exhibits rigidity in terms of curriculum, organisation, and attitudes,

whilst some typical constraints of work experience are that

- production pressures can work against a broadly-based training;
- procedures designed to increase production frequently inhibit learning potential;
- there is often no tradition of training, or awareness of training needs.

In this situation, managing agents need to encourage off the job providers to

- adopt a wide range of teaching styles;
- recognise that learning occurs at work and give credit for it;
- recognise th value of work experience;
- visit placements and talk to supervisors and trainees;
- provide more flexible access to courses,

and they need to encourage work experience providers to

- allow trainees to do more than routine jobs;
- recognise the value of off the job training;
- allow off job tutors access to the workplace;
- recognise that training is an investment;
- recognise that trainees' needs may be different from the needs of experienced workers;
- allow trainees time for training at work, including time for completion of work-based projects and regular reviewing of progress.

These are planning constraints which will need to be addressed by managing agents at the programme design stage. Integration between planned work experience and off-the-job training will often require the strengths of one location to be used to balance the constraints in another.

For example, the Case Study in Section II.2 referred to a retail managing agent. In this scheme, many trainees are working in small retail outlets, and at certain times of the year, especially around Christmas, these shops and the trainees working in them are under great pressure. This was discussed at the planning meetings, and it was felt that, while it was important that trainees experienced this aspect of retail work, it was equally important that they should be given time to reflect on their collective experience of the 'Christmas rush'. The off-the-job training was designed to cater for this. A part of the mid-scheme review block, which fell shortly after the January Sales period, was devoted to a detailed consideration of the trainees' reactions to what had been a tiring and at times frustrating period, but from which they had learned a great deal, especially about their own ability to cope with colleagues and customers under real pressure. For most of the trainees this was a completely new experience. The off-the-job training gave the opportunity for the maximum learning to be extracted from the situation.

Finally, in designing integrated programmes, it is important to remember that no one has a monopoly on providing experiences from which trainees can learn. What managing agents need to consider is:

- how the off-job programme will help develop skills which are used on-job;
- how the off-job programme will add to, or compensate for, the range of skills offered on-job;

- how different parts of the off-job programme, such as classroom and workshop activity, will support each other;

- how the on-job programme can be modified to help develop skills which are generally only taught off-job;

- how different parts of work experience, like tasks in different departments, can be brought together to achieve common objectives.

II.5 SCHEME DESIGN FOR INTEGRATION: THE ROLE OF INDUCTION

A carefully planned induction to the training scheme can go a long way towards laying down sound foundations for the trainee, tutors, trainers and supervisors to build on. All too frequently excellent training opportunities are overlooked when induction is dismissed as a formality in which, over the first two or three days of the scheme, a variety of people, rules, regulations, and procedures to be followed are unleashed upon bemused trainees. Quite clearly, unless training strategies are used to encourage the trainees to link information and knowledge with experience of work and thereby extend their learning, the exercise can become futile. In particular, trainees should be given the opportunity to establish what their learning needs are in this new situation, and to explore how the scheme sets out to meet those needs.

It is important to remember that trainees rarely see the workplace as providing a range of opportunities for learning and hence often fail to appreciate the need for training. It is, therefore, essential to establish the training function of YTS and dismiss the still commonly held notion of YTS as being simply about 'doing a job'. Trainees also frequently fail to see the purpose of the off-the-job element of YTS. Comments such as: "I only left school two months ago and now they're sending me back for two days a week", encapsulate this. The induction process needs to show trainees how off-the-job training can complement, supplement, and extend work experience, by providing a wider range of opportunities than would be available in a typical workplace.

This being said it is often better to see induction as a process in response to needs rather than a period of time or a series of lectures and films. It will be necessary to consider ways in which the trainees can be guided to link the essential information given during the first few days of the scheme with their experience of work and training as it unfolds. It will be equally necessary for trainees to be introduced to changes in placements and in off-job training both before and when they occur, so that they can see the purpose of these changes and be introduced to new staff and working arrangements.

One managing agent, fully aware of the need to encourage trainees to link the information given early on in their training about health and safety with the reality of work, adopted an additional training strategy. The managing agent was not only concerned to reinforce knowledge, but to develop a safety awareness in the trainees that would stay with them throughout their working life. The managing agent, then, organised several group projects for the trainees to do that took health and safety at work as the theme. The trainees took photographs of situations that could lead to industrial accidents, arranged them as a poster and designed a slogan. The situations were simulated by the trainees, using the resources of the company's training school and with the help and advice of the Safety Officer. The poster was put on general display for other workers to see. Other trainees conducted a safety audit by checking through the accident record book, catalogued accidents to discover what were the most common types of accident and suggested ways these could have been prevented. (1)

Induction work-based projects that extend the trainees' knowledge and understanding of the product or service offered by the company and the role they play in this can further serve to guide the trainee to make the links between experience.

Induction into YTS should deliberately set out to show how the various parts of the programme fit together to meet trainees' needs, and to act as a model for the styles of training which they will meet on the scheme. It is, thus, centrally important both in presenting the programme as an integrated whole, and in enabling the trainees to see the relevance of the programme to their own needs.

Involving work experience providers, off job tutors, MSC staff and others in Induction can help trainees to see YTS as a team effort, involving a number of agencies working to common objectives through a number of different routes and in several different locations.

For this to be sucessful all the adults involved in the delivery of the programme need to be clear on the aims and purpose of the Youth Training Scheme and their role within it. The managing agent should consider also the induction training needs of the adults involved and how these can be best met.

(1) A series of exemplar work based projects was published by MSC in 1984 for free issue to managing agents. Further copies can be purchased at cost price from the Further Education Staff College, Coombe Lodge, Blagdon, BRISTOL, BS18 6RG.

II.6 SCHEME DESIGN FOR INTEGRATION: THE ROLE OF CORE SKILLS

Managing agents will find that identifying the core skills that are contained within the tasks and activities the trainees are doing particularly helpful in designing an integrated programme (2). This enables designers to get a clear picture of what the programme will deliver, where weaknesses lie and to suggest ideas for improvement.

In the example that follows the managing agent, through analysis, identified the core skills in the tasks and activities the trainees were doing both on- and off-the-job. This enabled her to see weaknesses in the programme which had gone undetected.

In their work experience, trainees in a wholesale warehouse had few opportunities to practise skills in three of the groups: "Measuring and Marking Out", "Operating with Numbers", and "Working with People". In the managing agent's words :

"We quickly checked through our off-job training programme to see if it complemented and consolidated the on-job core skills. On the whole it did, but we felt that it did not emphasis or compensate for the areas we had now identified as inadequate.

This has now led to a revision of the programme to include :

- sessions on weighing, including practical skill development using scales and tares, and a visit to a weighbridge with reference to its use in warehousing and distribution;

- a group project on 'Planning a Warehouse' including training and practice in working out and measuring overall space and storage areas for a range of products, as well as experience in working as a team on a project;

- extra training in customer relations including complaint handling;

- training in producing invoices including working out costs, VAT, discounts, etc;

- a greater emphasis on group tasks during off-job training, including some outdoor activities such as rock-climbing and urban orienteering."

(2) See 'Core Skills in YTS Part 1' [MSC 1984] Sections 2.6 and 2.7 for examples of this analysis.

By doing this, core skills development was closely related to the trainees' work experience and they were able to see the value of acquiring this wider range of skills. This would almost certainly not have happened if the trainees had simply been given abstract arithmetical exercises to do, or lessons on interpersonal relations. The theoretical considerations and concepts involved were drawn out of practical experience.

Quite clearly in this example the notion of core skills was neither new to the trainees nor applied to them and their activities in secret by tutors and supervisors. They fully understood how and why such transferable skills were necessary to the jobs they were currently doing and how they could be used in future jobs or tasks. They had been introduced to core skills early in their scheme and could detect for themselves the important core skills they were developing through both work-based and college-based activities.

A tutor from another scheme using core skills to help trainees to see the relevance of the experiences offered commented: "Last year's trainees wanted to try only one sort of food retailing such as butchery, and often thought training in other areas was useless, or, at best, boring. This year we started off with core skills during induction and they will accept that all the training is adding to their core skills if not directly to their butchery skills".

Core skills provided a common language which allowed the off-job tutor to show more clearly how the skills being developed in a variety of situations off-the-job can have application in the workplace. Furthermore they enabled the trainees to see the full repertoire of skills they were learning and the variety of situations in which they were applied.

The managing agent used core skills to enable the trainees to see the point of what they were doing even when the 'relevance gap' was quite narrow. They are even more valuable in enabling trainees to get the most out of experiences which are very different from their working situations.

For example, many YTS schemes include residential courses as part of the off-job training which include, amongst other things, outdoor pursuits. One such course involved the trainees in planning the travel arrangements and the food; planning how to deal with hazards and emergencies that might arise; working with other people in a team; finding out about local industry by conducting a survey, and costing out an entertainments evening. The skills involved in their activities have many clear links with the skills needed to be an effective worker - even if the activities themselves are different.

In this way both on and off-the-job training can be examined to see how they contribute towards the development of core skills, and how steps can be taken in planning schemes to ensure that a range of tasks and activities is provided which enable core skills to be developed in a coherent way.

II.7 INTEGRATION WITHIN PLANNED WORK EXPERIENCE and OFF-THE-JOB TRAINING

Section II has so far deliberately concentrated on integration **between** planned work experience and off-the-job training. It is no less important to consider the need for integration **within** both planned work experience and off-the-job training - if attention is not paid to this, then experience both in the workplace and in off-the-job training can appear to trainees to be random, incoherent, and to make little sense. It is necessary to make links between all parts of experience, no matter where they are, for a scheme to be fully integrated.

Very much the same processes apply to ensuring integration within the different parts of schemes as between them. There will need to be planning to ensure that the tasks and activities that trainees are asked to do relate to each other within an occupational area. There will need to be effective communication between different supervisors and other workers in the workplace:

- to ensure that the trainee's status is known and understood by other workers;
- so that other workers know the range of tasks and activities trainees are expected to undertake and ways in which they can assist with training;
- to ensure that trainees' achievements in previous placements are known so that trainees do not have to start from scratch at each change in location.

Similarly, there will need to be effective communication between the various tutors involved in providing off-the-job training:

- so that there is not repetition between what various tutors are doing with trainees;
- to ensure that tutors are all working to common objectives;
- to ensure that there are clear links between the different parts of off-the-job training, for example between workshop-based and classroom-based sessions.

There will need to be induction to allow trainees to see the relationships between the various tasks they are asked to do and how these are intended to contribute to developing occupational competence.

In addition, at this level the role of the supervisor and tutor becomes critical in helping trainees to make sense of their experiences, and of how they are contributing to the objectives of the scheme. This will depend very much on the training methods adopted by supervisors and tutors, which are considered in Section III of this Manual.

A major problem within planned work experience is often that of delivering much beyond job-specific training, whilst a major problem in off-the-job training appears to be providing opportunities for trainees actually to demonstrate competent performance, as opposed to simply knowing about things. Managing Agents, at the design stage, need to consider how both planned work experience and off-the-job training are contributing to all four YTS outcomes, remembering that these are based on demonstrated competent performance.

Two examples of how this was done by two managing agents are considered now.

In the first case, a trainee's first placement was in the reception area of a medium-sized engineering company. The training programme that was negotiated with the sponsor allowed the trainee to gain experience in :

- operating the switchboard;
- typing invoices;
- greeting visitors and maintaining the visitors' book;
- keeping the reception area tidy.

The trainee very quickly became competent in these areas. She was already a reasonably competent typist, having achieved RSA Stage II at school, and could cope easily with the typing of invoices. Operating the switchboard was a new task to her for which training was given, and the trainee quickly demonstrated a high level of competence in this task.

These tasks enabled the trainee to develop skills related to all four YTS outcomes

occupational skills	- typing, switchboard operations;
core skills	- especially communication and practical skills;
personal effectiveness	- dealing with visitors;
the ability to transfer	- applying typing skills learnt at school to real work.

However, the placement was clearly limited in its scope. The trainee spent a great deal of time working alone and so had little opportunity to work with others. There was little opportunity to use and develop number and problem-solving skills. The range of occupational skills was restricted. Had the managing agent decided simply to move the trainee to another placement as a trainee receptionist, she may well have developed few other skills.

The need to provide the trainee with a broader range of experiences was discussed between the managing agent's coordinator, the trainee's supervisor, and the trainee. The options were clearly spelt out and the reasons for change explained. It was decided that it would be both possible and desirable to arrange for the trainee to move from the reception area to the company's general office. Here she would have the opportunity to gain experience in:

- typing letters and reports;
- filing;
- photocopying;
- simple book-keeping;
- checking time-sheets;
- receiving and making telephone calls as necessary.

Care was taken to ensure that the new supervisor knew of the trainee's achievements in typing and switchboard operations.

In addition, in order to encourage the trainee to become more familiar with the company's products and procedures, a work-based project was devised which required her to check the accounts records for customers who appeared to have ceased trading with the company. She was shown how to use a word processor to produce a personalised letter which accompanied details of the company's range of products. This was sent to the lapsed customers in an attempt to encourage them to resume trading with the company.

By these means, the trainee was given a much wider range of opportunities to develop skills related to the four YTS outcomes:

occupational skills	-	typing, using word-processor, using the telephone, filing, book-keeping, checking documents;
core skills	-	number, communication and practical skills especially, and a wider range of these than before, with a greater likelihood of the need to use problem-solving skills;

personal effectiveness - working with colleagues; gaining confidence in her ability to cope with a wider range of duties; more opportunity to exercise initiative and to take responsibility;

ability to transfer - typing skills to more complex work and to basic word-processing; switchboard skills to general office use of telephone.

In this situation, moving placements occured for a specific purpose - to enable the trainee to extend occupational competence and develop a greater range of core skills - rather than simply being regarded as good in itself. Thus the programme became more integrated and purposeful and less a random series of experiences, with the trainee being unaware of the purpose of the changes. Work experience was used to deliver more than job-specific training.

In the second case, a managing agent contracted with a local Further Education College to provide most of the off-the-job training for his trainees in the retail industry. He did not want the College to provide its standard course in retail and distribution as it was seen to be too theoretical in content and too formal in style and organisation to meet the needs of most of his 80 trainees. He was, however, concerned that his trainees should develop skills and knowledge related to the retail industry and should, where possible, receive nationally-recognised certification. The problem lay in reaching the training objectives in ways which would prove acceptable to the trainees.

Following negotiations with the College management, it was finally agreed that his trainees would attend in four groups of 20 for day release, that two College tutors would be available all day for each group and that the managing agent's coordinator would also be given access to the courses. Because the trainees were spread across a large number of sponsors involved in many areas of retailing, it was necessary to devise courses which had a broad application to the retail industry, but which the trainees could still see as relevant to their own needs, allowing them to develop and apply related skills and knowledge. In addition, the course structure needed to be able to accommodate trainees entering and leaving the scheme.

One course of action which was chosen and implemented from a range of options is briefly outlined now.

The focus for the course was to establish and run a wholefood cooperative, selling food at cost to staff and students in the College. With guidance from their tutors, the trainees

identified sources of supply; obtained quotations for a range of goods; decided which goods they wished to supply; worked out the selling price of each to recoup all their costs; negotiated the use of an unused reception desk in the foyer of the College; investigated public-health regulations and made satisfactory arrangements for storing and handling the goods; prepared advertisements for their goods; broke down the bulk goods into saleable units; kept accounts of income and expenditure, and allocated the various tasks needed to carry out these activities amongst themselves. Initially, the trainees needed a great deal of help from the two tutors, but became virtually autonomous by the end of the course. Its flexible and democratic structure made it possible to accommodate newcomers easily, and the group did not rely heavily on any one personality whose departure might have created problems. The fact that there were two tutors present meant that individual learning problems that arose could normally be dealt with quite easily. The activities provided the context for the development of skills related to all four YTS outcomes:

occupational skills	-	marketing, cash handling, stock control, customer relations, costing, accounts;
core skills	-	communication, number, problem-solving and practical skills were all present in great abundance;
personal effectiveness	-	working as part of a team, accepting group decisions, taking responsibility for particular parts of the operation, developing confidence through dealing with customers, suppliers and negotiating agreements;
ability to transfer	-	skills practised in one activity were frequently used in others, there was the opportunity to use skills learned at work in off-the-job training, and vice versa.

Both teaching style and organisational arrangements contrasted sharply with the College's traditional approach to its courses. The curriculum was much more individualised:

- there was the chance to apply skills and knowledge in a real context;
- the content in terms of knowledge was much the same as in the traditional course, but it was treated in a greater variety of ways;

- a great deal of emphasis was placed on trainees taking responsibility for their own learning;

- the change in style enabled trainees to develop far more transferable core skills than would have been the case in a normal classroom;

- the trainees actually did far more than they would normally have done - the tutors didn't do everything for them.

This needed careful planning and close cooperation between the managing agent and the College management to overcome the problems and smoothe the way forward. It particularly meant the College management being willing to change traditional policies on course organisation and staffing arrangements. This joint commitment to securing effectively integrated off-the-job training was the major ingredient in its success. The fact that the off-job training was planned in an integrated way, and not treated as a series of separate subjects, helped the trainees to see the purpose of what they were doing.

It was perceived as a whole experience, not as a series of unrelated parts.

SECTION III TRAINING METHODS FOR INTEGRATION

III.1 INTEGRATION AND LEARNING

Integration has been defined as the process which helps trainees to make connexions between the different experiences which are offered to them. So far this Manual has concentrated on designing integrated programmes, on achieving a match between work experience and off-the-job training and on ensuring coherence within each part of the programme.

Scheme design alone cannot guarantee that trainees make the necessary connexions to enable them to learn most effectively from their experiences: it must be supported by appropriate training and teaching methods.

This section concentrates on these training and teaching methods.

There are two ways in which trainees' experiences are often not integrated:

- where it is difficult for them to see the relationships between different sources of learning - between what is learnt on- and off-the-job, for example, or between what teachers, trainers and supervisors say to them;

- when it is difficult for them to see the relationships between different kinds of learning - between theory and practice, for example, or between occupational skills, core skills and personal effectiveness.

In practice, these difficulties are often related - when, for instance, off-the-job training is seen as the time for theoretical learning and work experience as the time for practical application. If schemes start, as suggested in SECTION II, from a common agreement on objectives amongst on- and off-the-job personnel, the difficulty of different sources of learning should be diminished. To tackle the second difficulty it is important to have agreement on some basic principles. These are:

- that the separate description of the four YTS outcomes is often not reflected in the actual use of skills: that skills from all four areas are often clustered together in real task performance, for instance;

- that trainees usually see their experiences as a whole, not as mixtures of different types of skills and knowledge. They don't think: "I've used an occupational skill to type this letter; now I'll use a transferable core skill to find out from my supervisor if it's all right. If I can't find my supervisor I'll use my personal effectiveness to ask someone else, so showing initiative," for example;

- that trainees often find it difficult to put together different kinds of learning in order to perform competently: for instance, lessons on report-writing often do not readily fit the actual practice of report-writing in the workplace.

The need for an integrated training programme, then, follows from the actual integration of skills and knowledge in real life. This argues, for instance, for theory and practice to be closely intertwined, for personal effectiveness to be developed in daily relationships with fellow workers, and for off-the-job experience to include situations which reflect the realities of performance in the workplace.

Work experience is about the application of skills and knowledge, but there is often little attempt at understanding how and why things work as they do. Trainees frequently say things like, "I'm just a typist. I just do a job," with no realisation of the skills that underpin that job, or of how they might be useful in other situations. Thus the problem for integration in planned work experience is to enable trainees to see the relevance of what they are doing at work to other areas of activity: in short to draw theory from practice.

Off-the-job training, by contrast, all too often concentrates on teaching theory to the exclusion of its practical application. Employers frequently observe that school-leavers, for example, have 'O' level Maths, but can't give the right change to a customer, whilst trainees often dismiss off-job training as being irrelevant to their needs: "It's all theory." Thus the problem for integration in off-the-job training is to enable trainees to apply their theoretical knowledge to real situations: in short to put theory into practice.

This is not to deny that occasionally it will be better and perhaps more effective to teach skills and knowledge separately. The question tutors and trainers must address is how they can help trainees effectively to link theory and practice for themselves. However, traditionally, education and training has been about separating out skills and knowledge in order to teach them, and leaving it up to the learner to put them back together in actual practice.

Integration requires that teachers and trainers help trainees to put skills and knowledge together in performance. Teachers and trainers need to take deliberate account of the way skills and knowledge are used in experience by teaching from experience.

In this sense, integration is concerned with more than merely joining together the parts of programmes which are already there, for those parts will often fragment experience unnaturally. It is to do with reassembling experience in ways which will most effectively offer the outcomes which YTS seeks.

It should always be remembered that no-one can learn for anyone else. Others may teach, instruct, guide, counsel, tell and show, and generally help the process along, but only the learners can learn. Active involvement of the trainee is a critical part of the process of integration. It helps trainees more readily to see the connexions between parts of experience if they are active participants in the learning process: it is something they do for themselves, not something which is done for them by others.

This process of involvement is called 'participative learning' and SECTIONS III.2 and III.3 briefly examine ways in which supervisors trainers and tutors can involve trainees more in the training process.

They describe, with examples, how this creative aspect of integration can be delivered through the use of active, participative training styles. They examine the application of these styles to both work experience and off-the-job training, and deal with the key processes of consultation and reviewing.

III.2 PARTICIPATIVE LEARNING IN THE WORKPLACE

Participative learning in the workplace, as in off-the-job training, can sometimes present problems to supervisors about how they should act to encourage it. Work-based projects (1) provide many examples of training styles at work which develop participative learning, though it should be stressed that these styles can be used by supervisors in the normal course of events: they do not have to be restricted to formal projects.

(1) See page 23 for publication details of work based projects. A manual on the design and use of work based projects is to be published by MSC in 1985.

Work-based projects illustrate the application of the training methods which are likely to help trainees make connexions between the different parts of their experience. This is not to say that work-based projects are the only way of using these methods, only that they exemplify a style which can be used by anyone. They show how the workplace can be extended to deliver a wider range of skills than may normally be available, and act as a model for developing skills in an integrated way in off-the-job training programmes. They also contain suggestions for linking on and off-the-job training, structuring experience to enhance learning and assessing work-based learning.

Project-based approaches to training, both on- and off-the-job, are powerful ways of enabling trainees to see the relationships between different kinds of learning, as the following examples show.

1. MAKING SHOES

In this example, the company was concerned that its trainees should gain an understanding of the total shoe production process in order to reinforce their induction to the company and to give them an understanding of the importance of quality in workmanship at each stage of the company's operations.

During their planned work experience the trainees were expected to learn to perform three different manufacturing process operations. The company felt that, on its own, this was unlikely to give the trainees the flexibility and adaptability to face anticipated technological changes and the shifts in the market for the company's products which are a constant fact of life in that industry.

The training manager decided that the most effective way for the trainees to gain the experience required would be for them to design a pair of shoes and to follow their manufacture through the whole process, including costing and marketing as well as production.

The project opened up a wealth of learning opportunities and clearly demonstrated the extent to which both managers and production workers were prepared to give their time and interest to the trainees' project. What follows can be only a brief resume of the project, but it does illustrate processes which could be adapted for use in many training situations.

The trainees:

- jointly designed a pair of shoes in consultation with one of the company's designers. She was able to draw their attention to production and marketing constraints, and to suggest ways of reducing costs;

- organised a visit to the company's storeroom to choose appropriate materials and to a tannery to see how the industry's raw materials were produced;

- found out about all the stages of production the shoes would go through from materials stores to final inspection, and organised their production in consultation with the production manager;

- observed the shoes being made and talked to the workers involved about what they were doing and why;

- carried out part of the production process themselves;

- worked out the full cost of production, including materials, labour and overhead costs;

- considered various marketing strategies for their product in consultation with the export and marketing managers, designed a magazine advertisement and tape-recorded a radio advertisement;

- organised visits to local retail outlets and discussed retail marketing with the staff concerned;

- conducted an industrial relations role-play in which they took the role of management and union representatives in negotiation over piece-rates for their shoes;

- video-recorded the role-play and discussed it with the union convenor and personnel manager. This led to a wide-ranging consideration of the various aspects of industrial relations, such as working conditions, health and safety, consultation over manning levels, and pension rights.

The whole project was formally presented to senior management and union officials. The shoes that had been the vehicle for so much learning were kept by the trainees. The project had enabled the trainees to link together the total production process. They could clearly see how design, marketing, production, costing, and industrial relations all fitted together: they were no longer merely abstract ideas, but had a real practical importance. They had a sound knowledge of all aspects of production which enabled them to see the importance of quality. Furthermore the induction process was reinforced by enabling trainees to see that people like the Production Manager, Designer and Union Convenor were real with real jobs to do, not just titles on an organisation chart.

This was certainly a large company with good training resources. However, the processes are applicable regardless of company size, as the next example briefly outlines.

2. MAKING CAKES

Debbie, a trainee on placement at a bakery situated in a small rural town, was given the opportunity to devise a recipe for a new range of cakes which would be sold in the bakery's shop.

This involved her in a realistic exercise in which she:

- worked out the recipe, deciding upon the ingredients, quantities and methods to be used to make the cakes;
- costed out the cakes and worked out, with the help of her supervisor, how many would need to be sold to make a profit;
- supervised the making of the cakes and took responsibility for the decoration;
- introduced them to the customers in the shop.

The cakes, 'Deb's Delights', proved to be very popular with customers. The project had enabled Debbie to get involved in the production process and understand what it was all about. The opportunity increased, quite dramatically, the number and range of core skills Debbie was able to use.

3. PROTECTING STOCK

Work-based projects do not have to be about making things for them to have a practical purpose. They often involve trainees in problem-solving and innovation, as the next example briefly outlines.

A trainee working in a large wholesale warehouse was responsible for maintaining stock levels and the general appearance of a particular section. Customers frequently broke open large packages to examine the contents and, if they decided to buy, would then take an undamaged package away with them. This habit irritated the trainee, who mentioned both the practice and her annoyance to her supervisor. He suggested that she should think of ways of allowing the customers to inspect the contents without damaging the packages, report her ideas back to him, talk them over, and, if they seemed feasible, put them into operation.

The trainee carried this out by selecting the types of package most likely to be broken open, preparing a display of the contents, and producing a poster drawing customers' attention to the display and asking them not to break open the packages. Using the warehouse's computerised stock control system she was able to monitor the effect of her action on sales; she also monitored, by observation, the incidence of broken-open packages on her section after the display was mounted. Both results were positive.

By approaching the task in this way, the objectives of increasing sales and reducing damage were achieved, as they would, probably, have been if the supervisor had told the trainee exactly what to do and how to do it. The contrast is in the range of skills used by the trainee to reach the objectives which was much greater than had a more directive approach been used, and in the effect on her personal effectiveness of being given responsibility for an important task.

Work-based projects, then, illustrate most of the features of an active, participative training style. They :

- provide a structured framework for learning from and by experience: They do not simply throw the trainee in at the deep end. They provide advice, direction and reference points, but they do not provide the answers;

- encourage the trainees to ask questions, to find things out for themselves, and to draw their own conclusions, rather than wait to be told. At the very least, trainees have the opportunity to learn from their own mistakes in a relatively secure and supervised situation;

- provide the opportunity for trainees to develop skills and knowledge through activities which provide a context which enables them to see the reason for learning. This leads to the curriculum becoming an integrated whole, not a series of unrelated parts;

- link theory and practice by, for example, encouraging trainees to investigate the reasons for particular procedures rather than simply telling them what those procedures are. They require trainees to do things - make things, monitor processes, produce reports and recommendations, find out how systems work, design procedures, plan activities - related to their roles at work and outside work;

- enable trainees to use a wider range of core skills than are available in their jobs initially - especially problem-solving, number and communication skills-and to become more aware of the skills which they own;

- link the development of occupational competence, core skills, and personal effectiveness in a natural way, and so discourage the artificial fragmentation of experience into separate 'subjects';

- raise awareness and knowledge of the production process, of how the different operations fit together, of the problems involved, and of how the trainees themselves relate to the whole process. They work out from the job, eventually to encompass much broader issues of marketing, pricing, industrial relations, for example;

- provide the opportunity for trainees to review their work and what they have learned from it;

- provide a specific focus on activities and skills so making it easier to assess trainees' abilities and learning needs;

- involve trainees in making decisions about the content of the projects;

- make trainees responsible for planning as much of the day-to-day organisation of their own work as possible.

Work-based projects, then, capture a participative style of working with trainees which can be used both on- and off-the-job. It is the adoption of this style of working which is important for integration rather than the production of formally written materials.

III.3 PARTICIPATIVE LEARNING IN OFF-THE-JOB TRAINING

In off-the-job training the tradition and common practice of dividing the teaching day into timetabled subjects taught by specialists actively works against an integrated approach to the curriculum by separating different kinds of learning. Providing activities which integrate skills and knowledge is thus often seen to be major problem for providers of off the job training. However, it may be no less a problem in commerce and industry, where the tradition has been to train for specific jobs, with little attempt made to show trainees the relationships between the different parts of the whole work process, or to develop a broad range of skills to create a more flexible and adaptable workforce.

The core skills especially suffer greatly from attempts to teach them as separate subjects. Trainees often have great difficulty in seeing their relevance when treated in this way. They need to be learned in the context of purposeful activities whether at work or during off-the-job training, and so to be integrated into occupational training. Similarly, it is difficult to envisage personal effectiveness being taught in isolation from the context in which the young person is expected to demonstrate that effectiveness.

While for certain skills it may be better and safer to separate them out in order to teach the basics of those skills [for example, typing, plastering, machining], the trainee will need to use those skills in their full context in order to demonstrate competence in them in any meaningful way.

SECTION III.2 demonstrated the importance of an active, participative training style in work experience. The examples of work-based projects used all started from work experience and showed how jobs could be used for broad based training. There is no reason why the principles outlined should not be used in off-the-job training. Indeed, project-based approaches to off-the-job training often mirror the style of work experience and help trainees to see the connexions between the sources of learning by reflecting a familiar kind of learning.

Off-the-job training often needs to become more purposeful, with trainees being given more responsibility for their own learning and more scope to work on their own. One tutor commented: "Off-the-job training requires far more active participation by the trainees, and methods of teaching must alter to let trainees plan and devise a scheme to suit their own needs. They need to be involved in organising trips, speakers, rotas, and discussion, and to have a real part in planning to meet their needs." Because the common experience of YTS trainees at work is of being involved in practical activities, off-the-job training is more likely to make sense to them the more it involves learning by doing and so reflects the experience of work.

Focussing on the core skills enables tasks to be described in terms which show their transfer value to other tasks. That is to say, it generalises from particular experiences to show how skills learned in one task may be applied to others. Thus it assists trainees to see how what they are doing helps in different situations and so moves away from the concentration on 'just doing a job' to an increased awareness of the skills being used in that job and of their possible application elsewhere.

Because the core skills emphasise a particular kind of learning, using them has encouraged some off-job providers to review the way in which they structure their training, and has helped to link theory and practice.(1)

(1) A pamphlet "Participative Learning and the YTS Core Skills" is available from Further Education Staff College, Coombe Lodge, Blagdon, BRISTOL, BS18 6RG.

For example, in one Training Workshop, trainees were undertaking a range of skills training - carpentry, machining, brickwork, welding, painting and decorating, and so on. Work experience was provided by taking on jobs from the local authority and community organisations. Separate classes were provided on the premises in number and communication. Problem-solving was assumed to occur naturally. Essentially these classes were treated as basic arithmetic and English, and most of the problem-solving fell on the staff of the workshop.

The trainees resented this mode of working. They couldn't see the point of doing arithmetic and English, and behaviour problems were rife. The workshop manager and her staff were concerned to do something about this situation and sought ways of integrating the number and communications work into the trainees' work experience.

It was decided to try an experiment with the carpentry group. A local playgroup had contacted the workshop to see if it could help with making and repairing equipment. Following this initial contact, the trainees were given a major responsibility for undertaking the work with help from their supervisors :

- they arranged visits to the playgroup to identify the sort of equipment that was needing repair and that which needed making;
- they worked out the quantities of materials that were needed and costed them;
- they produced their own designs for new equipment;
- they undertook the work and the planning entailed in this ;
- they delivered the finished articles to the playgroup and helped to assemble them.

While the supervisors and tutors were involved at every stage to provide advice, guidance and encouragement, the major responsibility lay with the trainees.

The core skills used by the trainees were considerable. They were able to apply number and communication skills across virtually the whole range; they had to plan, make decisions, and monitor their own work, and the practical skills increased from being mainly concerned with operating equipment to cover both preparation and finishing off.

The trainees' motivation improved considerably, and many of the behaviour problems experienced earlier vanished. It was decided to extend the experiment to other groups of trainees and to seek opportunities to develop similar activities for them.

The supervisors and tutors had, no doubt, surrendered some of their formal power and status, but they had gained far more influence by working as members of the group, negotiating the methods of working, and listening to what the trainees were saying. They had become tutors who happened to be experts, rather than experts who happened to be tutors - and had developed a much wider range of skills themselves into the bargain. The trainees regarded them as fellow workers, rather than as authority figures and they found this a pleasant change of role. They had not so much changed the content of the training as presented that content in a greater variety of ways to accommodate the wide range of learning styles of their trainees. It was this change of style that aided the process of integration, and helped the trainees to see the relevance of what they were doing to their own needs.

This approach to giving trainees the opportunity to apply skills and knowledge in realistic situations and to participate more actively in the training process has been increasingly used in off-the-job training, and in a variety of occupational areas, as the following examples briefly outline:

- engineering trainees used their skills to design and make a simple aid for handicapped people;
- catering trainees planned and organised a Christmas party for local schoolchildren;
- trainees working in community care carried out a survey of wheelchair access to public buildings and made representations to the local Council based on their findings;
- trainees on a Post Office scheme researched the siting, costs, and planning requirements for a Post Office to be opened in a New Town;
- a residential course for trainees in the clothing industry involved them in a barge trip which took in the whole process of manufacture, from sheep-farming through yarn and textiles production, to the manufacture and marketing of the finished product.

Such activities combine opportunities for trainees to exercise skills related to all four YTS outcomes. By placing skill development in the context of the application of those skills they enable trainees to link theory to practice. Skills training is not divorced from its application, and trainees are far more likely to see the programme as an integrated whole.

Many Colleges and other providers of off-the job training have started to move away from the traditional pattern and have deliberately sought to use strategies which promote participative learning by, for example, providing blocks of time in which themes are used to unify the programme and in which individual trainees can work at their own pace on topics related to that

theme, rather than having classes which work at a uniform pace on everything together. Team-teaching techniques have also been used to good effect to provide a wider range of expertise for trainees to call on, and to allow individual tuition to be more easily provided. Some Colleges and training centres have created workshops where trainees can work on individually-tailored packages at their own pace. With tutorial support provided as needed. Measures such as these help to make the curriculum more geared to individual needs, and so help trainees to see the relevance of what they are doing.

Having said this, it should be noted that traditional courses leading to traditional examinations do not have to be taught in traditional ways, and it is often these methods that trainees take exception to, rather than the content of the courses themselves. Tutors will often need to look closely at how they are teaching, rather than at what they are teaching, to help integration from the trainee's point of view.

Learning from experience in this way lies at the heart of the training philosophy of YTS [1]. It cannot, however, be taken for granted that trainees will learn much from experience if no further steps are taken to reinforce that learning. The next section looks at the critical part played by REVIEWING and CONSULTATION in this process.

III.4 PARTICIPATIVE LEARNING: REVIEWING and CONSULTATION

Regular reviewing of a trainee's progress, preferably by the supervisors and tutors directly involved, is a necessary part of the learning process and can help the trainee to link experiences together.

This time for talking to trainees about their experience of work and of off-the-job traing need not be set formally aside- indeed there is a risk that such a formal session will become sterile and artificially constrained. The important thing is that it actually <u>happens</u>, as part of the learning process. Supervisors, tutors, and managing agent's staff can all help to guide the trainee in this very important process which does so much to help to close the 'relevance gap' by helping trainees to see how and why experiences, skills, and knowledge relate.

[1] More guidance in partipative learning can be found in Practitioner's Guide 2. 'Learning' MSC 1984.

Such reviewing should be based upon the objectives which have been agreed by all parties. The trainee should be encouraged to reflect upon what has been learned since the last reviewing session, to identify what further training and experience is necessary, and to set targets. In addition, trainees can be encouraged to see where the skills they are acquiring can be used in different situations, so increasing the probability of transfer occuring. [2]

Whilst it is clear that involving trainees in activities and tasks enables them to use a range of skills in an integrated way, what is often lacking is an awareness among supervisors, tutors or trainees of the total range of skills being used. Without this awareness it is very difficult for supervisors and tutors to help plan experiences to add to trainees' skill development in a systematic way. It is equally difficult for trainees to see where and how they can use skills in new situations if they are not aware that they have the skills in the first place. Doing tasks that entail using a range of skills in an integrated way is the first major step towards enabling trainees to see the programme as being integrated. This, coupled with regular recording and reviewing of experience, helps to increase the effectiveness of learning by raising awareness of skills used.

Using the list of core skills can help considerably in this process of raising awareness of the skills being used. As one supervisor in a retail outlet said:

"It helps me to show them that food retailing is not just cutting up meat or filletting fish - now they realise there's a whole lot of other skills they'll need to be really successful in retailing, so we're training people who will be not just shop assistants, but will be potential supervisors - they already know more and can do more than I could when I was much older than them. I'm pleased that they are much less narrow-minded now - they can see all sorts of other jobs they can do now as well as retailing."

[1] "Trainee Centred Reviewing" [MSC Research and Development Series No.2] is a useful guide to the reviewing process.

The 1978 model for reviewing developed by the Further Education Unit in its publication 'Experience, Reflection, Learning' was a powerful influence in Unified Vocational Preparation [1] and is entirely appropriate to YTS. It embodies three main principles:

- the process is focussed on the young person's current experience;
- the trainee is accorded a major responsibility for what is to be learned;
- it stresses that learning can take place in a variety of contexts, not just those designated "education" or "training".

It suggests that learning can be considered as three main phases, all of which might well be present in one session. The individual's experience is followed by some organised reflection. This enables the trainee to learn from the experience, and also helps to identify any specific learning needed before further experience is acquired.

This model provides an alternative to the more usual view of learning as preceding experience and suggests that learning can follow from experience, given appropriately structured experiences supported by the reviewing process. It is worth noting that a wealth of experience does not necessarily lead to a wealth of learning in itself. Reviewing helps to extract the maximum learning from the potential represented by experience, especially by helping trainees to make connexions between the different parts of that experience.

Many schemes have found that it is possible to help this process along by encouraging trainees to keep a record of their experiences and achievements. Such a record can form a valuable focus for reviewing activities and learning over a period of time. What is more, it also provides valuable evidence for potential future employers and others, and helps trainees to relate off-the-job training and work experience.

[1] UVP the Unified Vocational Preparation programme was designed for employed young people and was a major precursor of YTS.

Providing time to talk to trainees individually about their experiences and helping them to identify their own strengths and weaknesses, leads quite naturally to consulting the trainees more on the range of opportunities on offer in the scheme which can serve to build on strengths and help overcome weaknesses. The consultation process is often an extension of the reviewing process which involves trainees, as far as possible, in the determination of their own training programmes.

Skilfully steered, consultation can lead trainees into richer areas of experience, as the following example shows.

A group of clerical trainees attended a College where the staff were concerned to negotiate the curriculum with trainees from the start. Learning objectives, training methods, and the programme itself were all under scrutiny. Initially, the programme was very much concerned with office skills, which was a reflection of the trainees' early conception of their needs, and what they immediately saw as relevant. Through projects and assignments designed to encourage them to see the broad range of skills and knowledge they used and needed to do their jobs well and cope with adult life in general, and with support, the off-the-job element was broadened to meet their expanding horizons. It helped them to become more concerned with personal effectiveness, and related to a much wider range of contexts - home, friends, the community, the future. It led to the trainees becoming involved in working with handicapped and elderly people, working on group projects, and organising functions. To quote their tutor: "By the end of the programme the group was operating autonomously, negotiating directly with others to meet their own needs for staff support and resources."

They were still using and developing the skills needed as office workers, but in a much greater variety of ways and contexts. They were far more aware of the transfer value of those skills, and far more confident of their ability to use them in new situations. The trainees commented on how much they had gained from the programme by being closely involved in its planning and development. They could see how a range of useful and relevant skills, which were clearly helpful to them at work and in their lives outside work, could be developed through a variety of quite different activities. This was achieved by tutors and trainees working co-operatively on the course. This gave the opportunity to tutors to show positive immediate advantages, rather than relying on promises of vaguely-defined future benefits, often expressed in such terms as lines of: "Don't worry about why you've got to learn this now, it'll come in useful one day."

Consultation through the reviewing process can also help trainees to see the need for changes of placement, thus preventing such changes being seen by trainees as something forced upon them for no apparent reason.

For example, where reviewing showed that a trainee lacked skills in working with people, it was possible after discussion between the trainee and scheme coordinator, to arrange a move to another work area which involved meeting customers and clients, and which gave more opportunity to work as a member of a team. Not only was this change agreed through consultation, but also a work-based project was designed to help the trainee get to know his new colleagues better, so helping him to deal with a potentially difficult situation. Obviously, and depending on the needs of the particular trainee, varying degrees of supervisory support and guidance will be needed to help trainees to cope with these new situations.

The process of reviewing and consultation helps trainees to make sense of changes in the training programme, to relate these changes to their needs, and to feel that they have a say in how the programme responds to meet their individual needs. These processes also serve to encourage the trainee to see the range of learning opportunities available in both work experience and off-the-job training, of how they relate to each other, and of how these can be exploited to meet emerging needs.

It is worth noting that whilst reviewing and consultation may seem simple, they can present difficulties for trainees, supervisors, and tutors, especially as they often represent unfamiliar ways of working for all concerned. Because of this, managing agents may find it helpful to discuss these and other training issues raised by this Manual with their local Accredited Centre [1].

In conclusion, it can be said that integration is about individualised approaches to learning whether in the workplace or in off-the-job training. The closer managing agents, supervisors, tutors and others can come to this goal, the more effectively will trainees learn from the experiences on offer.

[1] A full list of Accredited Centres is provided in Appendix II.

SECTION IV

STEPS TO INTEGRATION : A SUMMARY GUIDE

This section is a brief summary of the main points for action raised in the rest of the Manual. It can be used by Managing Agents, supervisors, and tutors to check their own practices against the major processes identified as being important for integration.

STEPS...TO...INTEGRATION

PURPOSE OF INTEGRATION: to help trainees learn more effectively from the experiences on offer by helping them to make connexions between those experiences.

PROCESSES	MANAGING AGENT	TUTOR	SUPERVISOR
IV.1 **PLANNING**	Agree training objectives with providers - how are the YTS learning outcomes to be delivered?	Ask yourself: "How am I going to help trainees reach these objectives?" Rather than "How am I going to cover the syllabus?" Remember YTS is a skills-based programme and that skills are developed by doing rather than by listening.	Look for opportunities to provide a broad range of experience to trainees.
	Plan what is to be done and where :- Agree the range of work experience to be provided to offer a broad range of occupational training and core skills.	Try to design programmes that can accommodate the learning needs of individuals - plan to use thematic approaches, projects, team teaching, simulations, to make this easier to achieve.	Look for problems which trainees can tackle, and for ideas for work-based projects that can help both you and the trainee.

PROCESSES	MANAGING AGENT	TUTOR	SUPERVISOR
PLANNING	Agree off the job training to complement, supplement and extend work experience, not merely repeat it - provide opportunities for learning not readily available at work. Take a 'clean sheet' approach to off-the job training - be wary of 'off-the-shelf' courses: they often don't fit either the needs or the expectations of trainees. Decide where to use work-based projects in the training programme to extend the opportunities for learning at work and to link on and off-the-job training and work experience. Plan work experience and off-the-job training to be coherent wholes in themselves, not isolated, random bits of experience. Design recording instruments that can be used both at work and off-the-job.	Design programmes to enable trainees to develop core skills in context, rather than planning to teach them as separate subjects.	

PROCESS	MANAGING AGENT	TUTOR	SUPERVISOR
PLANNING	Plan the programme on the basis of a detailed breakdown of the YTS outcomes.		
	Agree how the various inputs from tutors and supervisors will contribute to the outcomes and how they will relate to each other.		

PROCESSES	MANAGING AGENT	TUTOR	SUPERVISOR
IV.2 COMMUNICATION	Arrange formal and informal meetings between as many people as possible involved in the delivery of the programme to plan the programme, review progress, ensure that all providers understand each others' roles, look at ways of relating on and off-the job training, and to develop a team approach.	Find out what your trainees are doing at work by attending liaison meetings, talking to trainees about their work experience, visiting workplaces wherever possible, and talking to supervisors about what is involved in the jobs trainees are doing. This should help to give you ideas for tapping into the trainee's work experience, and for extending and enriching it in ways which help the trainee to relate the two parts of experience.	Be prepared to meet the trainee's off-the-job tutor[s] so that you know the sorts of things trainees are doing during their off-the-job training, so that you can suggest relevant activities for trainees to do off-the-job, and so you can help trainees to see the relevance of off-the-job training to their work experience.
	Arrange for off-the-job tutors to visit the trainees' workplaces for informal meetings with supervisors, to familiarise themselves with the jobs trainees are doing, and to seek ways of enriching the planned work experience via off-the-job training.	Work as a team with other tutors to broaden the range of expertise and experience available, to generate more ideas for activities, and to make it easier to deal with individual trainee's needs.	

PROCESSES	MANAGING AGENT	TUTOR	SUPERVISOR
COMMUNICATION	Try to arrange for some off-the-job training to take place in-company ['outreach'].		
	Use work-based projects, log books and assessment records as channels of communication between work experience and off-the-job training.	Help trainees to complete work-based projects. Use log books and assessment records to keep in touch with what trainees are doing at work.	Deliberately build activities into work-based projects to be completed off-the-job. Use log books and assessment records to keep in touch with what trainees are doing off the job.

PROCESS	MANAGING AGENT	TUTOR	SUPERVISOR
IV.3 **INDUCTION**	Plan the induction process so that trainees know what they are going to do, where, how, and why they are going to be doing it - use the opportunity to introduce trainees to the idea that they are responsible for what they are learning and for being actively involved in it. Give them a copy of the training plan.	Take the opportunity to give the trainees a taste of what is on offer during the off-job training.	Decide how you are going to help trainees to find their way around the workplace and its systems, and where their job relates to the jobs of other workers. - work-based projects can help to consolidate this process in a controlled and structured way.
	Use the induction process to introduce trainees to as many people as possible involved in the programme so that they see it as a team effort - but beware of overburdening them with 'talking heads'!	Organise activities which help trainees to identify their own learning needs and show how off-the-job training can help to meet those needs.	
	Make the induction process as active and participative as possible to introduce trainees to this style of working.		
	Encourage trainees to take a broader view of their own learning needs and of what working life involves.		

PROCESS	MANAGING AGENT	TUTOR	SUPERVISOR
INDUCTION	Remember that induction is more than the first few days of the programme - it needs to extend into work experience and off the job training and to recur as changes of placement or training courses occur. Remember that adult staff will need induction into the aims, purposes and methods of foundation training.		

PROCESSES	MANAGING AGENT	TUTOR	SUPERVISOR
IV.4 PARTICIPATIVE LEARNING	Encourage supervisors and tutors to use participative and active training styles as much as possible - complaints of 'irrelevance' are often more about **how** things are done than about **what** is done.	Encourage trainees to ask questions, to find out things for themselves, to plan their own work, to put up their own solutions to problems, to draw their own conclusions, to find out about the organisation's structure and operations. Suggest ways of finding solutions, rather than give answers. Encourage them to find out why things go wrong. Provide opportunities for feedback from trainees on what they've learnt. Give trainees as much responsibility as possible. Above all - don't do all the difficult bits for them.	Encourage trainees to ask questions, to find out things for themselves, to plan their own work, to put up their own solutions to problems, to draw their own conclusions, to find out about the organisation's structure and operations. Suggest ways of finding solutions, rather than give answers. Encourage them to find out why things go wrong. Provide opportunities for feedback from trainees on what they've learnt. Give trainees as much responsibility as possible. Above all - don't do all the difficult bits for them.

PROCESSES	MANAGING AGENT	TUTOR	SUPERVISOR
PARTICPATIVE LEARNING	Encourage workplace supervisors and tutors to give trainees opportunities to apply skills and knowledge in meaningful contexts or situations.		
	Use work-based projects as a regular part of the training programme - to increase the range of skills trainees are learning - to allow trainees to find out about work systems - to give trainees additional useful tasks to do.	Use work-based projects as a regular part of the training programme.	Use work-based projects as a regular part of the training programme.
	Encourage off-the-job providers to use themes, activities, and projects as the basis for learning, rather than timetabling separate subjects.	Use themes, activities and projects as the basis for learning, rather than separate subjects. Where skills [e.g.typing, welding] are taught separately, try to provide opportunities to use these skills in a realistic context.	Remember that trainees will be using a number of skills at work other than job-specific skills. Look for ways of increasing the range of these skills available at the workplace.

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PROCESSES	MANAGING AGENT	TUTOR	SUPERVISOR
PARTICIPATIVE LEARNING		Remember that core skills are almost never best learnt in isolation from the context in which they are used.	Try to give opportunities to trainees to apply skills and knowledge they have gained off-the-job in the workplace.
		Draw examples from trainee's work experience to illustrate and emphasise any theoretical or generalised aspects of off-the-job training. Encourage trainees to make their own links between theory and practice as they experience it.	Provide opportunities for trainees to apply their skills and knowledge in a variety of different working situations - encourage them to see the connexions between those situations and develop an awareness of the full range of skills they are using.

PROCESSES	MANAGING AGENT	TUTOR	SUPERVISOR
IV.5 **REVIEWING**	Build regular sessions into the training programme for trainees to discuss their progress.	Discuss trainees' progress regularly with them to - reinforce what they've learnt - encourage them to see connexions between the parts of the programme - identify future learning needs and agree how these are to be met - encourage trainees to be aware of the skills they own and where they can use them in different situations.	Discuss trainees' progress regularly with them to - reinforce what they've learnt - encourage them to see connexions between the parts of the programme - identify future learning needs and agree how these are to be met - encourage trainees to be aware of the skills they own and where they can use them in different situations.
	Ensure that trainees have log books and/or assessment records that they can use to record experience and achievements. Set aside time to complete these and encourage trainees and others to use them as a basis for discussion of progress.	Ensure that log books and assessment records are completed regularly and used as the basis for discussion.	Ensure that log books and assessment records are completed regularly and used as the basis for discussion.
		Use work-based projects to set a formal framework for reviewing progress.	Use work-based projects to set a formal framework for reviewing progress.

PROCESSES	MANAGING AGENT	TUTOR	SUPERVISOR
REVIEWING	Establish reviewing processes to gauge the success of the scheme as a whole, especially with regard to integration.	Identify ways in which the off-job programme can help the trainee to achieve in the outcomes as they are offered in work experience. Identify ways in which the off-job programme can add, as appropriate, to the outcomes as they are offered in work experience. Ensure that different parts of the off-job programme are related in such a way as to help the trainees achieve the outcomes.	Try to help trainees with all aspects of their development; with developing their personal effectiveness, for instance, as well as with job competence. Identify ways in which the off-job programme can help trainees with difficulties in work experience.

PROCESSES	MANAGING AGENT	TUTOR	SUPERVISOR
IV.6 CONSULTATION	Keep the training programme dynamic and flexible to meet the emerging needs of trainees and to take advantage of new opportunities for learning as they arise. Be prepared to change placements as necessary, or to suggest additional activities on or off-the-job. Allow work experience providers and off-the-job tutors room for manoeuvre to meet trainee's individual learning needs and encourage them to do this. Discuss with the various providers the contribution they can make to the achievement of the programme's objectives.	Keep your programme adaptable to meet learning needs as they emerge and to take advantage of new opportunities for learning as they arise. Be prepared to negotiate with trainees over **what** they do and over **how** they do it - change your style of working if necessary. Be prepared to justify what you are asking trainees to do - the point of some activities may not be immediately obvious to some trainees who will need help in linking new experiences to their own perceived needs.	Keep your programme adaptable to meet learning needs as they emerge and to take advantage of new opportunities for learning as they arise. Discuss possible work-based projects with trainees and point out to them the need to develop as broad a range of transferable core skills as possible. Be prepared to discuss the reasons for doing particular jobs and for particular procedures/ways of working with trainees as and when necessary.

PROCESS	MANAGING AGENT	TUTOR	SUPERVISOR
CONSULTATION		Remember to start where the trainees are. This is likely to be very much concerned with acquiring skills and knowledge directly related to the work they are doing. Seek to move them on from here to take a broader view of what working life involves and of their needs as emerging adults.	

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